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Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Philanthropy's Responsibility

IN THE last eight years seventeen billion dollars have been given for philanthropy, and practically every dollar has been to the advantage of cities and to the disadvantage of the open country and country village.

Practically all philanthropy is so organized that farm people must go away from home to get the service of institutions, programs, universities, hospitals, and organized recreation.

For eight years more than two billion dollars a year has been available through philanthropy for education, social service, charities, and programs of cities, and practically none of it for any one who will not go to cities to enjoy it and profit by it.

It not only does nothing for country folk, but it robs the country of community interests, magnifies the fact that there is nothing to enjoy or from which to profit where they are forced to live.

O. H. Benson, who has been intimately associated with country life problems financially, socially and educationally of the United States as a whole for twenty years, has brought these facts to light.

Dr. Clarence Barbour of Rochester, New York, has been inaugurated president of Brown University forty-one years after graduation from that institution. There is unusual rejoicing in his acceptance of the presidency.

Intensive Adult Education

ONCE more California is making an heroic adventure in education. It is a movement to foster and promote adult education and articles of incorporation of the California Association for Adult Education.

The purpose is to encourage state and local institutions to offer adults opportunities to enrich their lives by study that will be interesting and important, enjoyable and profitable. The headquarters will be in Los Angeles.

Prominent in the movement are Dr. Susan M. Dorsey, Will C. Wood, Viering Kersey, Chester H. Rowell.

The Small College

THE small college has a personality that is rarely attained in a university.

The small college gives its students a community flavor that is rarely possible in a university. The students see and feel the influence of real life as is not natural in a university.

If the professor does not know as much as the university professor he is more appreciative of the special need of each student.

In the small college there is less organization than in the university, which gives play for individuality and promotes the personality of the ordinary student.

The small college is of inestimable value to all the people within its influence.

A gift to a small college is valuable to education in an inverse ratio to its student registration.

Small colleges cannot harm universities, but universities can be of infinite harm to small colleges, because there is a tidal wave universityward.

Bertram E. Packard, who has succeeded Dr. Augustus O. Thomas as State Commissioner of Education of Maine, is well established officially, having had a session with the superintendents at Castine, and with the State Association, in which his leadership was cordially and officially recognized.

High School Students

HARRISON C. LYSELT, secondary State Commissioner of Maine, sent 4,000 questionnaires to high school students of Maine. Their answers showed that their personal preferences were Lindbergh, Edison, Coolidge, Ford and Al Smith.

Choices of useful subjects were: English, shorthand, and history.

Estimates of desirable qualities in teachers were in the following order: Fairness to pupils; helping pupils make up lost work; inspiration to work better; personal interest in pupils; interest in student activities; promptness in returning test papers; sympathy.

Desirable characteristics in fellow students were: Good manners, scholarship, athletic achievement, economy, smart clothes, and the art of dancing.

Carl N. Shuster of Columbia University will give the Trenton, New Jersey, State Teachers College an intensive program with a rare combination of a better old and a safe new regime.

Study of German Schools

THE Prussian government has invited a group of American educators to visit schools in Germany next summer. The tour will start from Hamburg June 22, and will conclude August 3. The International Institute of Teachers College, Columbia University, is co-operating with the Prussian government in arranging the trip. Fifteen of the outstanding school systems of Germany will be studied, including all types of schools, elementary, secondary, special schools and universities. A representative of the Ministry of Education will accompany the group. An opportunity will be given to see the Passion Play at Oberammergau. Dr. Thomas Alexander, Teachers College, should be addressed for particulars. This is an unprecedented opportunity to study German schools.

Annie S. Peck, a New England teacher for many years, the only woman who ever climbed Mount Huascaran, Peru, 21,812 feet, made that ascent twenty-one years ago, and now she proposes to fly over the mountain that she climbed.

Boy Scout Books

ONE of the most important contributions that has been made to the Boy Scout movement aside from official service is the series of eight Boy Scout stories by Walter Prichard Eaton, and published by the W. A. Wilde Company, Boston.

Mr. Eaton is a highly popular writer of worthwhile literature with a thrill in every paragraph. He writes on nature artistically, on passing events sanely, on biography reliably, and his criticisms are keen but stingless.

"Boy Scouts on the Green Mountain Trail," already on the market, gives the beauty of the Green mountains a new setting, because it uses the experiences of the recent floods in which Boy Scouts rendered such efficient service.

Other volumes in the series will be: "Boy Scouts of Berkshire," "Boy Scouts in the Dismal Swamp," "Boy Scouts in the White Mountains," "Boy Scouts of the Wildcat Patrol," "Boy Scouts in Glacier Park," "Boy Scouts at Crater Lake," "Boy Scouts on Katahdin."

The Experiment College of the University of Wisconsin has ended its preliminary two years and maps a demonstration course, but there will be no change in the dormitory plan.

New University Ventures

BROWN UNIVERSITY inaugurated a threefold adventure at the same time that it inaugurated a new president on October 17. The University will henceforth limit the number of its students, maintain a body of superior students, maintain a faculty of high distinction, raise faculty salaries, adjust tuition charges consistent with the ability of the students to pay, and encourage close contacts between the faculty and the students.

Belding's Page

ALSO THE ODD ONES

THE public schools are engaged in a job so tremendous that its methods necessarily resemble those of a factory engaged in mass production.

The trouble with mass production as applied to schooling is that the raw material is not uniform. Every boy is different from every other boy. Every girl is different from every other girl. The processes of mass production simply cannot operate successfully on so wide a variety of raw material. Some of the raw material is ruined and wasted. More of it is bent and cramped into a form unsuited to its nature.

The spirit of the artist has to enter into the work of instruction. Happily, in many schools it does. In spite of the greatly increased enrollments of recent years, more attention is paid than ever before to the proper utilization of the raw material that it may become that for which it—the individual boy or girl—is best adapted by natural endowments.

More attention is given every year to the misfits—those who do not pass through the machinery of mass production without clogging it—the children who become discouraged, who resort to truancy perchance, and later to crime. Education has begun to recognize its responsibility to these also, and is trying to find out how these tragic failures can be prevented.

Mass methods do not succeed with the inferior, the superior, or the merely unusual child.

DIALECTS ARE DWINDLING

AT A MEETING in New Haven, early in August, fifty professors of language debated the question of a dialect "atlas" of the United States. In spite of many disagreements, they selected a committee of nine to go ahead and organize the task—a tremendous undertaking which is expected to take five years and will probably take much more.

The idea is to obtain cross sections of speech from some 500 different communities, groups and sections of the country. Phonographic recordings will doubtless be called into play. Future students of the American variety of English will be able to glean accurate knowledge of many of its variations by poring over the index of local usages. Pronunciations will be reported by symbols. Colloquial expressions—strange meanings of words—will be set down for the benefit of posterity.

All of which is probably important in the name of exact science—though it won't be very exact, but only a rough cross section when finally assembled in a set of books. It will be more comprehensive and reliable than anything now extant in its line, of course.

Dialects in America are breaking down. The population is too democratic, too mobile, to retain marked local characteristics of speech. The newspapers are great standardizers of language—newspapers, magazines, and books. Then there is the radio—a very new and powerful force making for uniformity of speech. We have long had the spoken drama—and now the talkies. These are in their infancy—just learning to enunciate, as it were. But they are going to operate in the direction of uniform speech. In fact, they are destined to spread the knowledge and use of English throughout the world.

"All the more reason," linguistic professors will say, "for recording current variations of speech while they still exist."

The world in general would wag on quite well without this expenditure of time and talent. But science must have its mass of information from which to extract laws and principles. And language yields much that is of interest regarding human history, growth and habits.

KEEP ORDER—HOW MUCH?

DISCIPLINE is merely the ability to maintain an atmosphere in which effective work can be done.

Different teachers react differently upon the pupils. Some teachers can give a mighty pleasant time in class without losing control of the room. Others have to hold down the lid every minute—or think they do. Maybe if they were more casual, less nervous, and took themselves less seriously, they could relax a little without causing upset.

Pupils usually live up to what is expected of them. If a teacher is sincere, industrious and human, they emulate sincerity and industriousness and appreciate humanity.

There are moments when discipline must be thought of, by the young teacher especially, and fortunate is he or she who can detect approaching danger before it gets started. It is easier to put out a small fire than a large one.

Auson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter VII—Modern Education—II

FASCINATING as is the wonderful modernizing of academic education the development of public education was more important.

The public high school played an unimportant part in education before 1870. Few high schools pretended to prepare students to take the Harvard examinations. That was considered the exclusive business of College Preparatory Schools. Few academies even pretended to do that. It was a special art to prepare students to pass the Harvard examinations, which required a masterful knowledge of Greek and Latin. While several other colleges required Latin for admission none required quite as rigorous a preparatory course.

This gave Harvard national distinction. It had the scholastic cream of the country and gave such preparatory schools as Phillips Andover and Phillips Exeter national standing. Their clientele was as national as Harvard's.

The academies that could not prepare their students to enter Harvard fared hard when the high schools multiplied, as they did in modern education.

Many of the academies that could not keep the trail as formerly specialized in personal attention to students that needed expert help in special subjects or careful guidance in behavior.

These scholastic situations created a public high school problem which must be understood in order to realize what modern education had to do to keep on the trail of education in history.

There was developed the same distinction between high schools that had made a crisis in academies.

This feature of modern education was intensified as comparison was made between Harvard students who were prepared in public high schools and those prepared in the Harvard grade of preparatory academies.

The Boston Public Latin School and the Cambridge Latin School had such rank in the scholastic world that the principal of either of these schools ranked with the president of a college. Their graduates passed the Harvard examinations in the same rank as those of Phillips Andover and Phillips Exeter.

Other important high schools were classified as: (1) those whose graduates could pass the Harvard examinations; (2) those whose graduates could maintain their rank as Harvard students; (3) those whose college graduates could get as good professional positions and make as good a professional record as those who were prepared at Phillips Andover and Phillips Exeter.

This led some city and suburban high schools to consider the students who were preparing for Harvard as a high grade of person. It was really a scholastic aristocracy that was being created in democratic high schools.

The principal of any important high school whose students failed to pass the Harvard examinations knew that he must be looking for another job. The principal whose graduates won *cum laude* was adored by the public.

As a result of this aristocratic pressure a graduate could not take the Harvard examinations unless he brought a certificate from his principal that entitled him to the privilege of being examined.

Naturally this condition of things sometimes led to the use of this power of a principal in cases of discipline, and sometimes it was thought to be used when a student was not in favor with the teachers of high school Greek or Latin.

This led to some criticism which reached a crisis in the early nineties. From a suburban high school that stood high in its record in Harvard examinations, one student was denied a certificate to take the Harvard examinations when two others were given certificates. This special student applied for an opportunity to take the examinations and explained that he was the best scholar of the three, but got in bad with the principal in a matter of no special importance.

He was allowed to take the examination, and outranked the others. This became a serious matter, and jeopardized the position of the principal of that high school.

This led President Eliot to announce publicly that certificates were merely a technical convenience, and could not be used to affect the standing of a high school principal or teacher.

It was one of the privileges of my life to hear him make that statement to a body of high school principals who asserted that they must be protected by the Harvard authorities. I have never had a greater thrill than when he said: "Gentlemen, Harvard University is not expected to protect your reputation."

So intense was the student sentiment about the scholarly rank of one who passed the Harvard examinations that a girl who was to go to a woman's college which she could enter on certificate, took her own spending money and took the Harvard examinations on the pretence that she was to enter Radcliffe, so that her high school class might have the credit of her passing the examinations.

It is important that the public high schools did demonstrate their ability to hold as scholastic an aristocratic rank as any preparatory school. Not until this was demonstrated was it possible to elim-

inate the Greek and modify the Latin requirements in any university.

But neither the university nor the high school achievements were the real triumph of modern education.

It is easier to appreciate collegiate and high school progress than public school progress. The people generally considered the first three or four grades as a common school, and grades five, six, seven and eight as a public school.

There was a well-nigh universal thought that the common school grades should only teach the common branches and the most common subjects in the common branches.

Only the bright children in the common school grades should be promoted to the public school grades.

Retardation was a virtue with any teacher until about 1890. The teacher who promoted no child who was not bookish was a prize-winner anywhere.

In the 'seventies of the nineteenth century there was a noble beginning—a change. The common school grades were often immensely benefited where there were kindergartens.

Before 1880 every city that cared for its reputation had music even in the common school grades. This developed into the teaching of music in all cities that aspired to rank well in its education. Every State Normal School with any desire for recognition had on its faculty a teacher who taught the teaching of music.

Every teachers' institute that had even moderately modern teachers in the county had a leader of music who did a little teaching of music incidentally.

This made a demand for school music books, and before 1890 several publishers had rival school music series and each system of music books was active in effort to have music supervisors elected who thought their system of music should be used in his city.

Nothing of this had been thought of until after 1870.

The same was true of drawing, and the rivalry was more intense. Massachusetts brought Walter Smith from England to promote his system of drawing. A publishing house published only school drawing books. Then one by one several other publishing houses had its special strain of drawing.

Physical education came from Norway, and "schools" of physical culture sprang into being. Here the rivalry was even more tense than in music and drawing.

Expression, elocution and oratory came at the same time, and normal schools had some special brand of expression, elocution or oratory as well as of music, drawing and physical culture.

As a result of these innovations there was a general tendency to make common school grades public school grades. This was as notable a change of sentiment as anything in colleges or high schools.

This led to industrial education for its community service. This led to trade education, and this to guidance into trade, which culminated in vocational guidance.

Modern education was a panorama, a constant going forward for a quarter of a century.

Thanksgiving Day

By FLORENCE HOLBROOK

Phillips Junior High School, Chicago, Ill.

Let us give thanks—
For home and school, for liberty and health,
For sickness too, revealing hosts of friends,
For labor testing all our power to win,
For leisure, time for rest and time to play.

Let us give thanks—
For all that Beauty offers everywhere—
For gold-red sun thru veil of mist
Turning great towers to fading silhouettes,
For scent of lilac and for bloom of rose,
For gentle zephyr and for thunder-storm,
Let us give thanks—

For great men toiling, dreaming, working on,
Leif Ericson, Columbus and brave Livingstone,
Wright and young Lindbergh giving wings to man;
And Edison, light-bringer to the world,
Looping with pearls of light the highways long,
For all the myriad workers everywhere—
Let us give thanks—

And for those happy souls who beauty saw and heard
From Jubal to Beethoven, Phidias to Angelo,
Raphael and Rubens, Homer to Shakespeare bold,
To all the artist souls who follow beauty
And lead us on to deeper joy,
Let us give thanks—

For all the world's great teachers of all times,
From Socrates to Horace Mann, and all the nameless host
Who give their lives to teach and lead our youth—
For all philosophers from Plato to John Dewey,
Who make a way of life from fads of knowledge gained;

To those who died that men's minds might be free
From ignorance and prejudice, flooding with light
The darkness of the spirit; for all great souls
Who would bind the world together with good will
Believing in the Fatherhood of God and the
Brotherhood of man,
Let us give thanks.

Look Into This "Feminizing"

By WILLIAM D. PARKINSON

Fitchburg, Massachusetts

The fourth in a series of Research Problems suggested by this author.

NEVER in the history of the world has the rising generation been left so exclusively in the hands of womankind as in the United States of America in the present day. This is one of the greatest of American experiments. It is being watched with close and serious attention by other peoples, but we have forgotten that it is an experiment and are not troubling ourselves about the results.

Men are so helpless and women so resourceful in dealing with early childhood, and the feminine monopoly of the primary school justified itself so completely that with characteristic American haste men abandoned the whole field. Only stragglers are left in the elementary field, and men in the secondary school are being crowded to the wall. In no part of the field of public education is the man teacher in a dignified position. No matter how skilful or how inspiring he may be in the classroom, if he seeks preferment with maturing powers he must quit teaching and go to administering, for which he may have no taste and little aptitude. For the administrator is universally ranked above the teacher.

But if he is content to forego promotion and continue to teach he finds himself economically and socially handicapped, not merely in comparison with men in other callings, but in competition with women above his own level of culture in his own calling. Whatever ranked or salaried position he may aspire to, be it the most modest or the most ambitious, he will find a woman of higher quality than his own available for the position, and the employer forced to choose between the more cultured woman and the less cultured man. But if the employer is so reactionary as to believe that sex has such significance that it demands recognition in the process of education, and lets that factor outweigh certain real and obvious excellencies, with the result that the masculine candidate is added to the teaching staff in spite of his inferior personal qualifications, the man finds himself surrounded by women of the same level of attainment as his defeated competitor. They do not welcome him. They tolerate him, and toleration does not dignify.

The economic situation is such that a better grade of women than of men is always available at the same pay. So, upon the very plausible principle of equal pay for equal service, which is so generally applied to teaching service and so seldom to any other service in the economic world, the teaching force is faced with the alternative of excluding men or of mingling inferior men with superior women, which is not a comfortable situation for either and does not make for a spirit of comradeship or even for the most cordial co-operative spirit.

The educational question, however, is not one of the comfort or dignity of, or even of justice toward teachers, men or women, except so far as these factors affect their efficiency. It is vitally a question of the welfare of the children committed to them. The teacher, as Carroll D. Wright used to say, is essentially an interpreter of life. Has the sex of the teacher any bearing upon the teacher's effectiveness as an interpreter of life? If so, what bearing?

We must all agree, if we think upon the matter at all, that the charm the sexes have for each other is the most dynamic of all the forces of human nature. Out of it spring and around it flow in mysterious ways all the currents of altruism and romance and aspiration that give significance to human life and lift the human spirit out of the muck of the sensual world. Men and women in each other's presence behave very differently from what they do when apart, and when grouped by themselves apart the two groups behave very differently from each other. This means that there are three sets of ideals upheld by each. The feminine group follows feminine ideals, the masculine group follows masculine ideals, and the combined group follows human ideals which seem to be a composite, or perhaps a chemical product of the two. To say that these differences are superficial, and mere hereditary or traditional relics of an outgrown era, is to forget that both tradition and heredity are common to the sexes. This is one of the most striking of the phenomena of sex, that the two although absolutely distinct are so bound into unity by their common heredity that they cannot fall apart, traditionally or otherwise. The daughter is as likely as the son to inherit every attribute of the father except his sex, and the son to inherit from the mother, or both from both. Sex is the one unchangeable distinction that has divided the race throughout its history, and yet has been its greatest unifying force. To say that it is not of spiritual significance in the life of the human being is to deny a distinction of which every human being is as confidently aware as he is of his own existence.

Can life be interpreted without recognizing the call of the masculine upon the boy, the call of the

feminine upon the girl, the ideal each shall follow, and the ideal by which each shall measure the other? Or can it be done by taking account merely of the common ideals which are necessarily although unconsciously formulated out of the other two? Who would think it sensible to place in the hands of men exclusively the interpretation of life to the great body of school girls, however noble and high-minded the men? How then do we so complacently hand our boys over to women as interpreters? Is it even well for the girls to have no worthy masculine ideal before them?

What must be the effect upon school children of finding their interpreters all of one sex when they are surrounded on all sides by both sexes, and are themselves not only constantly witnessing but actively participating in the perennial hide and seek, the fascinating interplay between the two? Granted that the woman teacher may be superior, may teach as skilfully and more tactfully, that she has brought more refined and more co-operative atmosphere into the schoolroom; that the boys and girls respect her wishes and conform to her ideals as readily as to men's while in her presence, does it follow that the pupils are deriving a just conception of the real world in which they live?

It is not the grosser aspect of sex we are now considering. That seems to be the only aspect the general public is at all conscious of. References to it are usually in a tone of either alarm or ridicule. If it is treated seriously it is always as a menace against which we must erect some kind of fortification.

Now every great beneficent force, whether in the physical world or in the realm of human nature, is a menace if perverted, and the more potential it is for good, the greater the menace when misdirected. But not until we devote ourselves primarily to taking advantage of its potential good, turning it to the highest possible account, rather than to devising safety appliances, do we attain real security. So when we interpret life as affected by, and often dominated by the mysterious phenomenon of sexual attraction we shall better safeguard its operation by respecting it, even reverencing it, than by sounding alarms against it. Ideals are more potent than scarecrows. There may be need of a rescue squad, but it should not constitute the whole procession, nor should it lead the march. Call the human engineer.

We revert then to the question whether boys and girls are having interpreted to them fairly and truly the masculine and feminine ideals in due proportion, so that they learn to maintain each their own and to respect those characteristic of the other. . . . To answer this question we have no data. Some have feared that boys would be feminized by habitual conformity to feminine standards. This theory seems to have been abandoned since the war. A more probable theory is that the boys accept and respect the feminine standards as legitimately feminine and conform to them while in the feminine presence, as the doughboys did in the presence of the war nurses, but that they form their ideals of the masculine world on other lines, on models that they find on the street or at the movies.

There is much to support this theory. Who are the heroes of this generation of women-taught men, if not the Dempseys, the Tunneys, the gunmen and bandits that figure in the headlines of the newspapers? Whence come the huge funds that pour into the coffers of the Tex Ricards who promote fights as spectacles, the more brutal, the more attractive? The revival of banditry on a plane so vast and so merciless that it would have shocked Robin Hood, and the amazing spread of juvenile crime seem to support the theory that something is lacking in our early education.

Some would say that it is religious training that is missing. If so a comparison of the products of the public schools with those of the various types of religious schools should show it. But even the church has never dealt with this all-pervading force of sex in any constructive way. It, too, lays its stress on feminine rather than masculine ideals. And its exaltation of celibacy throws the whole matter into the shadow.

Others would ascribe the trouble to the decay of the family. It is much to be doubted whether the family has degenerated so far, or whether it ever was so prevailingly ideal as the bewailers of its decay would have us believe. Certainly the wail has been heard as far back as there is any record. But if the fault really does lie there, it is at least possible that it is because in so many families precisely the same thing has happened as has happened in the school. That is, the father has abdicated. He has left the children wholly to the mother. And the result in these cases goes far to support the theory that the absence of the masculine element is a serious loss to the child. Every school principal has had experience with the mother whose chickens have taken to the water. Her boys, who at home have always been as responsive as the girls to their mother, have discovered that she is a woman, while they propose to be men, and they have adopted when not in her presence what they conceive to be masculine ways. They are swearing, smoking, perhaps drinking, fighting, stealing. She will not let the father know. He never has dealt with the children. He might be too severe. He would not understand them, nor they him. And they are such good boys when they are with her. What is she to do?

President Morgan of Antioch College, in a recent article in the Atlantic Monthly, entitled "Almus Pater," pleads for what he calls the

masculine element in college education. He is not referring to sex in its usual sense, nor are we, but he points to the tendency of education to domesticate itself, as it were, and for even the male members of a faculty to concern themselves with the less masculine if not the really feminine aspects of life, to drift away from the world of affairs into which both men and women students are to be geared if they are to make their lives worth while.

Is it not for the interests of both boys and girls, after they reach the age at which they realize that they are different, that the agents of the state who are set to be their guides shall be so selected as to keep before them in due perspective, and in a mutually understanding way, the ideals of both manhood and womanhood? These are the ideals upon which, above all others, they will shape their lives. The boy will try to play what he understands to be the man's part. The girl will try to play what she understands to be the woman's part. Each will form an ideal of what a future partner should be.

Here then is our question for research:—

What is the effect upon the lives of (a) girls, and (b) boys of the almost exclusive emphasis put by the state upon feminine life in selecting interpreters of life for its youth?

Checking Up Personality

By JAMES NEWELL EMERY
Principal, Potter School, Pawtucket, R. I.

OF COURSE as a teacher I know that I know my subject-matter—my history of education, pedagogy, program-making—the arithmetic, English, geography that I teach my pupils. If I did not have a thorough acquaintance with them, I would not have received my normal school diploma nor my teacher's certificate, certainly not my appointment.

But more than this, I know that I am being judged in the office of my superintendent, my principal, those critical supervisors of academic work, as much by my personality as by my preparation. And so I ask myself what goes to make up my personality on that definite or indefinite sheet of rating which stamps me as a fair, good or excellent teacher in the judgment of my superior officers in the school system?

Am I loyal to them and to the system whose pay-check I am taking? Not lip-service alone, but a whole-hearted willingness to carry out the directions of those who are planning the work as a whole, even if I do not altogether approve of some of the ideas?

Do I meet my superintendent or principal with a smile, make them feel that I am really glad to see them come into my classroom, or do I convey the impression that I look on their visits as something to be endured, and am thoroughly glad when they have come and gone?

Am I cheerful, patient and fair with my pupils, even if they do exasperate me at times? I have lived longer than those impulsive youngsters, and must bear with their crudities and failings. I must look with an eye to what they may become, rather than what they are now.

Do I go voluntarily to the supervisors, principal or superintendent for help and suggestions? Or do I go only when I am compelled to, and asked to by them? Do I take their suggestions in good part, with an honest desire to benefit by them, or do I resent anything but favorable criticism?

When a supervisor is in my room to give a demonstration lesson, do I follow her closely, take notes, and plan my own work accordingly, or do I correct language and arithmetic papers during that time?

Do I look on a visiting day or a state or county convention, for which I am drawing my salary, as just another holiday, to be spent with a few brief minutes at the objective, and the rest of the time passed either at the most convenient picture theatre or in the department stores?

Is my dress neat and suitable for the schoolroom? Children like pretty clothes and a pretty teacher. But do I go to extremes? Is my dress garish, loud, conspicuous? Or is it frayed, wrinkled, spotted with grease? Do I take the same care of my nails, hair and teeth that I demand of my pupils?

Am I on time at the beginning of sessions, or do I slip in a few minutes late? Do I attend to my recess, corridor or other special duties honestly in my turn, or only when I see the principal coming? If the duty of yard supervision falls to me, am I actually on duty throughout the period, or do I get out there just in time to get the lines formed?

Do I leave the building at night as soon as the closing bell rings? Or do I take the other extreme of dawdling over my work, and remain till five or six o'clock?

Do I send minor discipline cases to the principal that I can handle just as well myself?

How does my room look? Are there scraps of paper under the seats, mud, applecores, orange-peel near the waste-basket, but not in it? Are the books in my supply-closet leaning sidewise or piled in after any old fashion? Is there a pile of loose and irregular pieces of paper on the shelf, or a

drawer half full of crumpled bits of paper and clutter? How often do I inspect the pupils' desks? What measures do I take to correct the disorder there?

Is my own English, especially my grammar and pronunciation, above criticism? Do I slur my endings? Drop my g's? Punctuate every second or third sentence with *see* or *listen?*

Am I honest in reporting cases of corporal punishment, tardiness or truancy? Or do I frequently forget to put them down, so that my report will look better? Most of these things are nothing to my discredit. Yet it is something to my discredit if I doctor my reports or omit unfavorable items. It isn't anything against me if my room shows a lot of tardiness, but it is a condition that needs remedying, and it is seriously to my discredit if I cover it up.

Do I word my notes and messages to parents tactfully, so that they may understand, and yet not be offended? Or do I scribble them hastily, and often add fuel to the trouble?

Do I use the same economy in the use of school supplies, lights and equipment that I would if I were personally paying for those things?

Do I hand in my reports promptly and accurately, or do I wait till the last minute, or even after, so that the principal or superintendent has to call to my attention that certain information is due?

Do I show a readiness to blame the previous teacher or the course of study for the failures of my pupils?

Do I show a cheerfulness or willingness to undertake extra duties, or extra-curricular activities, even though I know that it is not going to result in any immediate direct increase in my paycheck? Or do I agree to do them in so grudging fashion that my superior hesitates to ask me to do anything out of the regular routine?

Do I keep watch on what I say in the way of comment on my pupils or fellow-teachers, remembering that an unkind remark or choice bit of sarcasm may be, and usually is, so garbled in the retelling that its razor edge may cut back to my own discomfiture?

Do I keep my own personal conduct, in school and out, on so high a plane that I may never fear truthful criticism at any time? Am I the sort of man or woman in my daily life that I would want my pupils to think I am?

These are some of the elements that go to make up my personality and that of the fellow-teachers with whom I am in daily contact. How does my own personal record check up on these items? What will my personality quotient be?

Gates to Teachers' Colleges

By G. W. DIEMER

President, Teachers College, Kansas City

THE last fifty years has seen a revolution in the processes of character formation and citizenship training. Formerly, the major responsibility in both fields was being met by the home. With the increasing complexity of modern life other agencies have become more powerful.

To the degree in which the school can guide the child and determine his life interests and activities, will the right kind of character and citizenship be insured in this country. The degree to which the school will assume this tremendous responsibility in character education will be determined almost entirely by the teacher in the classroom. The crying need of today is the type of teacher who can bring out of the latent possibilities of the child the very finest things in terms of character and useful living.

The Teachers College should become the safeguard for the future. The Teachers College of Kansas City has been supplying, for the past five years, approximately two-thirds of the new elementary teachers going into the city schools. This makes Teachers College the most vital institution in the city. It will determine the future character of the citizenship of the city, as much, perhaps, as all the other out-of-home factors combined. Gradually, professional qualifications for teachers have been raised, and rapidly we are coming to the place where no one will be employed in a public school in this country who has not had work in a teacher-training institution. This places the responsibility for selective admission squarely upon the administrators and faculties of the teachers colleges of the country. The state teachers college is limited by the Constitution and state laws in many states, in the matter of selective admissions. The state schools must depend largely on eliminating those who are not fitted for teaching. The Municipal Teachers College, however, which is controlled by the local school board, may carry on a process of selection in which the standards are as high as the local board may care to make them.

Since the World War there has been a tremendous growth in the enrollment in Muncipal Teachers Colleges, which has resulted in these institutions graduating more than local systems are able to absorb. This has enabled teachers' colleges to give more careful attention to the whole problem of selective admission. From a study of the

admission requirements of Municipal Teacher Training institutions the following points are those which enter into the problem of selective admissions: Guidance in high school; high school graduation; specified high school units; minimum high school standing; recommendation of high school faculty; character rating; entrance examinations; inventory tests; psychological tests; personal interviews; health and physical examination; speech examination; age limits; pledge of loyalty to nation and state; probationary admission; limited admissions; ability to play piano for kindergarten courses; conditional admissions; state approval for the admission of student.

Guidance during the high school years has received very little attention. Most of the high school graduates who enter teachers colleges do so with very little consideration as to personal fitness for teaching, or other requirements. A program of guidance should be worked out, reaching the students in the sophomore year in the high school. A faculty adviser who has made a thorough study of the qualities desirable in a teacher should counsel with every student who is interested in teaching. Careful attention should be given to the program of the student throughout the high school years, so that upon graduation she has the requisite units for admission to the teachers' college.

In some cities such a guidance plan has been carried on for a number of years with great success. The result in these cities has been that the very finest students from the high schools are seeking admission to the Municipal Teachers College. The head of one city Normal School writes me that most of their students come from the honor graduates of the high schools. Merely being an honor graduate is not the only thing to consider, but scholarship is certainly one item worthy of serious consideration. The problem of admissions to Teachers College of Kansas City has become a serious one, and a teachers' college adviser has been appointed from each of the Senior High Schools' faculties.

In a number of teacher-training schools the principal of the high school is asked to fill out a recommendation blank for the candidate. Rochester City Normal School uses such a blank, which includes such questions as the following: Is her moral character satisfactory? Does her health warrant the undertaking of the serious work of the Normal School? Is she courteous and cooperative? Has she ambition, determination, and permanent interest? Has she taken interest in school activities? Has she shown any ability to take initiative or to lead? Has she any special aptitudes? If so, in what line? Has she any special weakness? If so, in what line? Taking into consideration her character, physical fitness, social adaptability, scholarship, and all of the other qualifications, what kind of a teacher would you expect her to become?

The Cleveland School of Education uses a similar plan in somewhat different form. The principal of the high school is requested to check the quarter of the class in which the applicant belongs in respect to certain character traits, such as: Forcefulness, leadership, trustworthiness, judgment, industry, social adaptability, health, speech.

Out of nineteen replies received to my inquiries it would seem that only seven schools require any form of entrance examination. In the city of New York the candidate for admission must not only have met the requirements in a considerable list of specified high school subjects, but all candidates must also pass the Regents' examinations, given by the State Department of Education. In Boston all candidates are required to take examinations in the required subjects of the fourth high school year. For admission to the three-year course of the Boston Teachers College these subjects are required: Fourth year English; fourth year foreign language; United States history. For admission to the four-year course, the required subjects are: Fourth year English, fourth year foreign language, United States history, or history of Greece and Rome, one science or one subject in mathematics. Some three or four cities require candidates for admission from high schools other than the local city high schools, to take examinations for admission. In the city of Louisville admissions are limited to those in the upper half of the high school graduating class, but those who fall below this requirement may take examinations for admission.

In the matter of inventory tests the city of Detroit has the most complete system. These examinations are given during the first week of the year, and include the following tests: General intelligence test, the one used being the Detroit Advanced Intelligence Test, which consists of eight tasks. English training test, the one used being the Iowa Placement Examination. This test is made up of spelling, punctuation, English grammar, and sentence structure. English composition test. Orthopedic and medical examinations. Speech examination. Stanford Achievement Test.

Six schools definitely report the use of some psychological test as a requirement for admission. In no case is the statement made that the student is immediately barred on the basis of the intelligence score. Rather the score is used in studying the student's fitness to continue in the work.

Three schools definitely state that the candidate must come to the school for a personal interview. Principal Ellis of Richmond states that this interview is with three or more members of the Normal School staff. The interview is an informal conversation, following which the faculty

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Personal and Professional

IRVING H. UPTON, master of science department, Roxbury High School, Boston, for thirty-three years a teacher in Boston, who died October 24, called forth the following tribute from a graduate of the Roxbury High School, 1917, Miss Florence E. Whittier:—

Too young were we to know his scholar's mind,
Too immature to half appreciate
This teacher. How could we evaluate
This man, dark-visaged, who was always kind
And patient with our ignorance as he
Explained to youthful minds the mysteries,
Amazing us with strange simplicities
Of natural science, physics, chemistry.

A scholar he, a scientific man
Of gentlemanly mien, and serious
In his belief of universal plan.
Master of music, too, and known to us
As organist as well as our mentor.
Respected, mourned—we cannot now say more.

EDGAR M. COPELAND, principal of the largest Junior High School in Lynn, Mass., and the only one that is distinctly a Junior High School, and one of the most important in New England. Mr. Copeland has stressed scholarship and professionalism in state-wide interests.

DR. FRANK L. WHIPPLE, who was elected upon the Lynn, Mass., School Board recently, was for many years principal of the largest Junior High School of the city and was a brilliant civic and educational leader of the city. It means much to the city to have him on the School Board.

ALBERT C. SHUCK recently went from Freehold to Ocean City, New Jersey, succeeding J. M. Stevens as superintendent. This has been an attractive and important position in the state, and has had men who attained prominence in education as superintendents, among whom was former State Commissioner John Enright.

GEORGE M. WILEY, Assistant Commissioner of Education of New York, has a highly important message in the education situation of the day. It is constructive and meets the destructive tendency of sensationalists heroically. It is the latest phrasing of reconstructive spirit of the home without the jazz tone, that has become repellant.

JOHN D. WHITTIER, South Hamilton, Massachusetts, met the responsibility of providing an appropriate celebration of the hundredth annisary of the Essex County (Mass.) Association, probably the oldest in the New World, without sacrificing the every-day need of primary schools, high schools, home economics, commercial schools, industrial schools, physical education, music, science and libraries. The program was a remarkable balancing of sentiment and sanity.

LAURA M. JOHNSTON, principal of the Training School, Oshkosh, Wisconsin, State Teachers College, has developed a classification of practice for skill in the art of teaching that is professionally scientific. There is an elegant new training school building, one of the largest in the country, and wholly modern in its adaptation to efficiency in study, in supervision, and in harmonizing the work of all grades and all subjects.

Miss Johnston has had an exceptional scholastic and professional training and equally remarkable experience in service in Teachers Colleges.

JOHN E. LYNCH, of Worcester, past president of the Massachusetts Teachers Federation, has been of inestimable professional service because of the extent of his official leadership, service on national committee and especially in connection with the Riverbank Lodge, which is great achievement of the Federation.

JOHN J. DESMOND, superintendent of Chicopee, Massachusetts, has not only rendered excellent service to the schools of Chicopee, but has had many other opportunities and responsibilities. In the nine years he has been superintendent of Chicopee he has been president of the Massachusetts Association of School Superintendents, president of the Massachusetts Schoolmasters Club, president of the Hampden County Teachers Association. All this can in part be accounted for by the fact that he was born in Boston, is a graduate of the Boston Public Latin School, is a graduate of Harvard University, and has a graduate degree from Harvard.

CHARLES B. McLINN, elected mayor of New Albany, Indiana, on November 5, was dismissed from the high school principalship of New Albany two years ago after twenty-two years of service. His election was a notable tribute of appreciation by the citizens. The students of the high school of two years ago took a lively interest in his campaign.

JOHN CLAYTON FANT, president of Mississippi State College for Women, Columbus, died on November 8 at the age of fifty-nine. His death followed an operation for appendicitis. He had been one of the prominent educational leaders. He had been president of the Women's College since 1920 and had been on the faculty of the State University before accepting the presidency at Columbus.

They Say

Mrs. T. G. WINTER, Minneapolis, former president of the General Federation of Women's Clubs:—

"I think that 'the common people' have more astuteness than the intelligentsia, who usually have a few pet formulas they think by and insist on judging everything accordingly.

"'No classic has ever been a classic by anything but the taste of the common people. No work of art has ever been perpetuated by the judgment of highbrows.'"

FRANK N. FREEMAN, University of Chicago:—

"To emphasize play as the exclusive mode of activity in education and to discard work as a desirable form of educational activity is to disregard certain facts in the mental development of the child and to overlook certain findings in the modern study of personality. Play is a relatively irresponsible activity, while work is an activity which grows out of a definite sense of responsibility to the community. Play is personal, self-expressive, and without ulterior purpose. Work is for the purpose of accomplishing some object outside the individual and involves subordination of oneself to the accomplishment of this purpose."

FRANKLIN BOBBITT, University of Chicago:—

"The age of academic make-believe is drawing to a close. Our profession grows more clear-sighted; and intellectually more honest. We are coming to see fairly clearly the kind of educational service that our communities actually need, and which our schools should be rendering."

DR. JOHN A. H. KEITH, state superintendent of schools, Pennsylvania:—

"The schools are constantly faced with the problem of teaching adjustments to the new things that come into life with what we call progress. The schools also face the problem of teaching the old, worthwhile things in a better way. Progress is not simply a matter of new things, it involves also the careful conservation and preservation of the older, worthwhile things that, after all, constitute the backbone of our civilization."

E. RUTH PYRTLE, president, National Education Association:—

"Every day 24,000,000 American children attend school. Every day 40,000,000 newspapers go to American readers. Every contact of school or press shapes opinion closer to the sharp line of truth. There are no other institutions in the world that can compare with these two in power and influence.

"Back of these two great educational institutions are 23,000 editors and 800,000 school teachers. The interdependence of press and school is widely recognized."

ROBERT M. HUTCHINS, president, Chicago University:—

"If a man hasn't character, if he hasn't the germs of intellectual interest, if he doesn't care to amount to anything, the college can't give him a character or intellectual interest or make him amount to anything."

MABEL A. HASTIE, Trumansburg, N. Y.:—

"The development of wise use of leisure is still another principle of education. Perhaps what America needs today as much as anything, is an added interest in the home and the activities that centre about the home. The girl who has learned how to entertain in her own home in a simple and gracious manner, who has developed an appreciation of the place of books, music and art in the home, and can make her home attractive, is the girl who is likely to spend her leisure in enriching life."

FRANK SWINNERTON, in Publishers' Weekly:—

"The publisher does not bring out so much rubbish as in the past. Those who talk about the badness of present-day books have no notion of the badness of the books day before yesterday."

HERBERT KAUFMAN:—

"We'd have half as many fools if there were twice as many schools."

MRS. RUTH WHITE COLTON, Yale University:—

"Connecticut is trying to mobilize the community forces of Norwalk under City Superintendent John Lund in a thrilling adventure to demonstrate to America that it is possible to promote a crimeless generation."

One Hundredth Anniversary

By A. E. WINSHIP

THE celebration of the hundreth anniversary of the Essex County, Mass., Teachers Association in the New World directs attention to other phases of Essex County which are equally interesting and important. The county was a vital factor industrially, civically and socially unsurpassed by any county that was not associated with Boston.

Essex County was a county of cities-in-prospect. Now there are eighteen municipalities with half-a-million people, and these municipalities were relatively important a hundred years ago.

The most venturesome and successful fishermen in any county in the New World, the most important boot and shoe centres, the first important power dam in the New World, the first important theological seminary, the most famous academy, the first girls' seminary to survive the catastrophes of changing public sentiment, and the first State Normal School to be erected by the Massachusetts Legislature peacefully were all in Essex County.

It was an Essex County man who gave the first wonderful education institution to the South after its tragic political and military experience.

It was in Essex County that George Whitefield rivaled Jonathan Edwards as a promoter of religious enthusiasm, and John G. Whittier, whose "Snow Bound" is the only rival of Gray's "Elegy in a Country Churchyard," was born and always lived in Essex County.

Ralph P. Ireland of Gloucester, Massachusetts, who has browsed in the records of the Essex County Association in the first third of a century of its life, revealed many interesting and some amusing incidents connected with those early days. There were Resolutions insisting that all matters published in the interest of education "should be in language suited to the body of the people."

The constitution provided that "ladies interested may attend," which would include Mary Lyon, who was head teacher in the Ipswich Seminary for girls. For many years the status of "female teachers" was a leading topic of discussion.

There were scholastic giants in those days, and the Association sought the wisdom of the learned members of the profession. Louis Agassiz came with geological and botanical specimens which he classified for the enlightenment of the members.

The second year of the Association it was voted to engage Lowell Mason of Boston for the next semi-annual meeting provided he would come and bring a chorus of boys for fifteen dollars or less, and also a dinner for the boys.

Two years before Horace Mann was secretary of the State Board of Education they had for discussion the question: "Would a Seminary for Teachers, Patronized by the State, Be Desirable?"

Twenty years before the Federal Government took action, the Essex County Association (1849) petitioned Congress to establish a Bureau of Education.

When the Association was twenty years old, in several sessions the vital question was: "Is a superintendent a harm or a benefit to a school system?"

Not until the Association was thirty years old were superintendents admitted to membership in the Association.

There was no time limit for an address. In 1857 the Governor of Vermont had spoken for an hour and a half in the afternoon, and it was voted "that he be suffered to continue in the evening," . . . and he spoke until a late hour.

Not until the Association was thirty-three years old was a lady allowed to have a dissertation. Then Miss Josephine A. Ellery of Salem was placed upon the program.

Not until the Association was forty-two years old did a woman hold any office.

There is something familiar about a resolution of fifty years ago in which they deplore "criticism unkindly in intent and untrue in fact."

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Can It Be Laid to Parents?

By ARTHUR DEAN

This is the fifth in our series of articles on our Survey of Social and Moral Conditions of Youth of high school age.

THE QUESTIONS ASKED

Can your faults and your virtues be laid at the door of the training your parents gave you? Have you a parent, hero, heroine, teacher or pastor who is your ideal? Is your home helping you to reach your innermost ideal of decency? Is your home a place to which you go when you want peace and satisfaction?

SOME STARTLING ANSWERS

"Every fault I have can be laid at the door of my father and all my virtues I inherit from my mother."

"Instead of my home helping me to be decent it makes me bad because it doesn't trust me."

"My ideal was my father until I learned that he is a hypocrite and does not practice on himself what he preaches to me."

"I would rather ask my gymnasium teacher about certain things important to me than to ask my father."

"My ideal is my father. He doesn't go to church, but he pays his bills, treats everybody square, and is good to mother and me. That's more than some church members do."

"I want to be decent and try hard, but when my mother suspects me of evil when I go out, what am I to do?"

"I got more help from the Dean of Women in our junior college than I ever got in all my seventeen years from either of my parents."

"Every bad thing I do was suggested by my mother suppressing me and not telling me the whys and wherefores."

SUMMARY

There isn't any summary today for the simple reason that the only young folks who answered the above questions were the sore ones. Those who were in step with home ideals, companionship and understanding had little reason to complain.

I am sorry that those who are contented with their home and parents did not take the time to say just a word about the benefits which they are receiving. My correspondence of twelve months ago showed that ocean fliers and swimmers were youth's ideals. Now a new thrill is demanded from which to make a news hero or heroine in these swiftly moving days.

MY COMMENT

These young people did not find any more fault, after all, with their parents than parents seem to find with their own children. This survey brought forth as many letters from boys and girls who praised their parents as I usually receive from parents who praise their children.

Just as "No man is a hero to his valet," so few fathers are heroes to their sons. The intimacy of daily contact, the impatience of fathers before breakfast, and the exacting evening attitude of a tired business man very likely account for the few boys who put their father forth as an ideal.

There are a thousand happy homes to one unhappy one. And there are ten thousand happy boys and girls to each one of those who wrote the above startling answers. It's the vast majority of better homes and superior boys and girls we must think of when we hear or read something disconcerting regarding youth and parents. Startling and unusual items make news.

It is news when one boy is sent to prison after five earlier convictions for youthful delinquency. But it's not news to learn that 92% of the boys in high school never touch liquor, that 50% of them partially work their way through college, that 99% are planning a vocational career and dreaming their dreams, and what's still better, making them into realities.

The next time I hear a speaker or a preacher denounce the youth of our land, I am going to get right up in meeting and say to him: "I am the attorney for youth. I stand ready to defend them. Come on now with your facts and prove your statements. You're a headline reader and not a visitor in the homes of parents and the hearts of youth."

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Gates to Teachers' Colleges

(Continued from Page 464)

member fills out an interview blank. In case the interviewers do not agree, a conference is held later, to determine the student's admission.

Of the nineteen schools reporting, eleven state definitely that a health examination is required. In most cases the examinations are conducted by a special medical examiner.

Two or three schools indicate definitely a speech examination. In most cases, however, the speech defects are noted in the course of an interview or by the medical examiner. Detroit, however, is an exception, where a very definite speech examination is given as one of the inventory tests.

In only one or two cases is any mention made as to the age limits. In New York the statement is very definitely made that a candidate for admission must be over eighteen years of age and under forty years of age.

In three cities the statement is very definitely made that all admissions are on probation and that if at any time the student does not measure up to the requirements of the faculty he will be asked to withdraw.

In order to stabilize the enrollment in the freshman year, and at the same time make a higher selection, a number of schools limit the admissions.

The limitations on the number of admissions have had a tendency to stimulate the interest in attendance in the Teachers Colleges.

The general tendency is to raise requirements and make higher and higher selections of students. Definite objective standards are being adopted and applied, as to health and physical fitness, mental ability and scholarship.

Little has yet been done in the setting up of character and personality standards. Our standards of character and personality are still largely subjective.

Perhaps the greatest need in the selection of students for our Municipal Teachers Colleges is to have a more adequate program of guidance in the high schools. High school teachers should not only be thoroughly informed as to the qualities desirable for teaching, but should also become more conscious of the responsibility resting upon them, to guide some of the most promising young people who have indicated an interest in teaching, toward the teachers college and hence into teaching careers.

"To keep one's balance in this stormy sea of educational progress demands not only a broad historical perspective but a philosophical depth and comprehensiveness in thinking and a sound judgment as to practical values."—Charles Alexander McMurry.

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IS CONDUCTED BY A SCHOOL EXECUTIVE.

300. What in your opinion constitutes good discipline in an elementary school? (Oregon.)

A happy, purposeful atmosphere is the first indication of good discipline. That does not mean that the room is so still you could "hear a pin drop." As one small boy once said, "Who wants to hear a pin drop, anyway?" No, if the atmosphere is purposeful every one will have a job and be on it, which means some noise most of the time. In a room where there is good discipline the work is carefully planned, every one knows what he is to do and is about it. This means careful lesson preparation on the part of the teacher and an understanding on the part of the pupil, who must also see the goals if he is to work happily.

Care of material, having it ready and at hand has much to do with discipline. Individual work and more than one unit to which a child can turn is absolutely necessary. Free choice and the satisfaction of tastes are a part of every good school program today.

Then there is always a sympathetic understanding between every pupil and the teacher. Every pupil should always feel the teacher sees him, is conscious of him, has faith in him, and wants to help him.

Courtesy, kindly consideration of the other fellow however small, active courtesy, is at the base of all good discipline. A sense of humor, kindly humor, which lightens the day and helps to keep us happy, is the salt in the mixture. Take time to laugh.

301. How much of the complete program should every teacher be expected to know? (Mass.)

She should know enough about the complete program to see how her job fits into the whole. That means some knowledge of the aims and attitudes of her leaders and the school system. She should have some knowledge of what has gone before and comes after her work in order that she may build and fit her piece into the whole. She needs to keep in touch with the major projects of the system that she may not only co-operate in a particular way, but that she may cast her support and influence in the right place.

She needs to know something of the administration and organization to sympathize with the problems of those in these departments. They need her active co-operation based on understanding. Much trouble arises in a school system because of "the classroom mind." A teacher who sees only her own subject or her own group can never make anything but a small, narrow contribution educationally. Right here is where superintendents sometimes make a big mistake. They don't encourage classroom teachers to take an interest in the school work outside their own classes, in the school system as a whole. They assume a mind-your-own-business, do-your-own-stunt attitude, which limits production greatly. Each teacher running her own peanut stand, even if she is blowing the whistle for the superintendent, is a very bad plan for a school system. Any teacher to do her work well must see the whole in its major aims, projects and accomplishments, and know where her part fits in.

302. How should corporal punishment be handled if necessary? (New York.)

From this question I see you believe it is sometimes necessary. In your situation you may be right. As a last resort it may be necessary to some teachers, but let us not forget that is a confession of failure, failure to meet the situation any other way. To run a school system on a basis of courtesy and use corporal punishment is practically impossible. But for the sake of argument suppose you have a school system of five thousand children, and once in five years you have a case in which your limitations prevent you seeing any way out but corporal punishment. How shall you handle the situation? First, whose job is it? As a rule the classroom teacher or person in direct charge of the boy. Unless the offence was on the playground or some place putting it definitely in the hands of the principal it is a mistake to hand it over to him. It makes a wrong relationship between pupil and teacher. Secondly, there should be a very clear understanding of all points in the case between pupil and teacher that unfortunate emotional scars may be avoided, if possible. Thirdly, it should never be administered on the day of offence. Sleep on it. It is the only safe way to rule out anger and the whipping for adult satisfaction. Most places require a witness. This protects the teacher, which is often a serious consideration, but a third person present complicates the matter of right relationships. The only thing to do in such a case is to choose your witness carefully, and be sure she understands and sympathizes with the situation. I have no patience with corporal punishment in the case of a girl offender. It violates all sense of fitness, and should not be tolerated.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Shawls of Cashmere

In Cashmere, in Northern India, the women sit all day long before their looms weaving the wonderful shawls which the Western world so eagerly buys from them. For centuries and centuries they have done this, mothers passing the secrets of the craft down to daughters in a never ending chain. Learned men stand before these shawls and ponder over the marvelous beauty that shines from them. Where could simple women, ignorant as we judge people, untrained in any school of art, gain the knowledge and sense of design and the power of blended color that glow from every inch of each shawl's surface? No man knows the answer to such questions. Many have been the guesses made. Biologists have traced the design to the desert plants and to the wings of birds and butterflies, and botanists have traced the colors to the flowers. Other scientists learnedly explain how the knowledge of the craft has grown in power and beauty with each generation of women, the thought of the last adding some simple beauty to the first.

Not long ago I came across a little song that these women sing as they sit before their looms in the bright sunshine of Northern India. The song itself was so beautiful and so full of nobleness that I at once selected it for this collection of great spiritual poetry as one of my choicest finds. I think I appreciated it more because of this reason: Most poetry is written by dreamers,—sunny, winged souls who live in the gay land of their own imaginations, but this bit was written and sung by toilers whose fingers were calloused with the tying of a million knots and whose heads were aching with the burning heat of a desert land. Within the boundaries of these few lines I think I have found the real reason for the beauty of the Cashmere shawls. It is a great and wonderful truth that he who longs for beauty and prays for it, expresses it, himself, according to the deepness and richness of his desire. Women who sing at their tasks such lovely thoughts as these could not do else but find beauty flowing into their work from their very fingertips. Within us is a mighty spiritual force. It has built hearts and lungs for us and given us eyes and ears. Could it not give us access to hidden fountains of loveliness if we so desired?

How nobly and beautifully we, too, would work did we but sing like the women of Cashmere the following song:—

Give life to our fingertips,
O Father of all lovely things!
Fill them with keen desire
To weave garments as soft as moonlight,
As bright as Heaven's golden fire.

Garments of such sheer loveliness
That men shall marvel when they see
And cry: "No mortal has set beauty in such dress.
It is the work of Deity."

Think Good Thoughts

A chrysanthemum, gloriously golden, in the garden beyond my window, stands all day long speaking a good word. Why does it speak a good word? Because all summer long it has been thinking a good thought. You may say that is an absurd statement,—that a chrysanthemum cannot think; well, perhaps it cannot in the same way *we* think, but this morning as I watched the glorious golden heads nodding to me beyond my window pane, I knew that a good word was being spoken to me, and I am reasonable enough to know that words are only the outward expressions of inner thinking.

Only that which is within the chrysanthemum can come forth. Only that which it gathers to itself can it spread abroad in a blaze of golden rays. The light it lights through its own energy, in its own being, becomes the transformed beautiful thing we see. And it is with us as with the flower. If we are to speak the good word we must think the good thought back of it. Out of our inner possessions comes the abundance we spread abroad. That which is within us and that only can come forth; otherwise, the thing we become is not ourselves, but an artificial something, like a paper chrysanthemum, painted in gaudy colors, and set beside a window to deceive the world.

What a wealth of meaning this inner possession holds for us! How can anyone, for instance, who admits the truth of such possession look forward to a happy future either here on earth or in some spiritual state if he carries with him, in his own thought, to that future and that state, no loveliness of his own.

If we wish to be noble in the future we must be noble now. If we wish to be pure we must be pure now. If we wish to be strong in goodness we must exercise our soul in goodness now. We may no more expect to achieve greatness through mean living than we may expect to walk upright in our old age after years spent in crawling on our stomachs. We may no more expect to come into the love and respect of others through selfishly seeking our own ends, than we may expect to have the person with whom we deal unjustly, proclaim us as upright and honorable.

There is a law governing all such matters and it works through the growth of the chrysanthemum as well as through the growth of man. The ultimate flower of our being, petal and stamen and stalk, will unfold itself as certainly as sunrise, out of the spiritual elements stored for it in the depths of our own thinking.

Therefore, think the good thought as the flower thinks it. It shall ennoble and transform and glorify and produce that condition of future beauty which we may refer to as speaking the good word. Determine your goal as the flower has determined it and let sunshine and rain foster it, thinking the good thought nobly and unceasingly to the last days. Out of such good thinking the good word will inevitably be spoken.

The Well of the Seven Wonders

The student of chemistry was badly discouraged. Fifteen times he had mixed his ingredients and fifteen times placed them over the fire only to find that the hoped-for result had not come to pass.. At last he went to his professor and confessed his failure.

"My son," said the kindly old man, "Did you find out beforehand what others had done in your field?" "No!" said the youth. "I wished to perform an original experiment; I wished to get my own results all by myself so I would have no one else to thank for them." The professor smiled. "Listen!" he said. "A giant and a dwarf once went traveling together. Theirs was a hard and stony road leading on through a desert where no birds sang. The giant led the way, of course, not only because of his greater strength and length of legs, but because, due to the height of his eyes, he could see much farther. Towards evening, however, the giant stopped and waited for the dwarf to catch up with him.

"Brother dwarf," he said. "I am about done. I am very thirsty. My

throat is like a piece of dry leather. In fact I am about ready to drop in my tracks. I had hoped by this hour to come upon the Well of the Seven Wonders, but not even the palms that bend over it are anywhere to be seen. What shall we do? If we press on we shall undoubtedly be lost in the gathering darkness; if we stay here we shall suffer terribly from thirst."

"Brother giant," said the dwarf, "being lost in this desert is no joke. I thought you knew the way out, but behold in spite of your strength and longer vision you have failed me at this critical moment. Still there is hope. Hold down your hands so that I may climb from them to your hips and from your hips to your shoulders. Perhaps when I add my height to yours I may be able to see farther than you and thus locate the direction of the well."

The professor paused. "Do you get the point?" he asked.

"Perfectly!" said the young man. "I think I can put a proper finish to that fable.—When the dwarf had mounted on the shoulders of the giant he saw, in the distance, what the other could not possibly have seen—the tops of the palms waving over the Well of the Seven Wonders."

"Exactly! Exactly!" laughed the professor. "Wise is the young fellow who can mount on the shoulders of the experiences of his elders and thus gain a wider and more useful outlook on life."

The Dreamer

I think that the reason why great things are beautiful is because they have their beginnings in someone's dream. I think this because dreams are such plastic things and the workshop in which they grow is so full of necessary tools, with all materials at hand to be moulded at the artist's will. No one is hampered in his dream by all those thousand lacks that so beset our workdays on the solid earth. It therefore happens that with no lacks to hold it back the spirit can upbuild its thought into those royal things that take form later in the world without. I cannot look up at a majestic oak tree without seeing behind it the misty, beautiful, perfect pattern which must have existed somewhere in the workshop of Someone before it began to take form in dust, and because I know from personal experience that the workman loves the thing that he creates, I know that the oak tree is the centre of a mighty thought of love. In appreciating it I bring myself into that thought of love and it envelops me, just as the church, rising into stone out of the thought of the architect, envelops all who enter into it. I never see a sunset running its golden fire across the west without imagining the beauty of the sunset thought that gave to air and cloud and sun the regal qualities which, blended together in the early evening hours, delight our spirits with a never wearying charm; even a dandelion, seen against the pattern of its imagined self, its dream-self in the workshop of the Master, becomes a thing so rare and wonderful that it invites the heart to prayer.

As I have looked up at the noble buildings now filling the sky above our big cities with the majesty of tier on tier of brick and stone, I cannot help visioning each against the background of the artist's dream,—noble, inspiring interpretations of the spirit of America. And yet not one is as lovely or has half the glory of the dream pattern from which it sprang. The dreams of men somehow lose in splendor when encased in clay.

The poem, below, speaks eloquently of the dreamer's place in life. Of course the poet speaks only of the person whose spirit is filled with the lure of the thing yet to be done and who visions, in the wonderful laboratory of the imagination, a way to bring it out upon the surface of the earth.

THE DREAMER

By James Miller

Who dreams no dream can never rise
Above the common clay;
For him the flowers are only flowers,
And day is only day.

This unimagined universe
With its investured sheen
Of glory and eternity
Is but a dreamer's dream.

The one who dreams sees glories which
The dreamless never find;
The dream and dreamer always live
Above the little mind.

Visions of beauty yearn to him
Across night's dusky bars;
None but the dreamer ever finds
A pathway to the stars.

'Tis Your Heart That Brings the Sound

The great poet, Gray, wrote many years ago, the following beautiful lines:—

Full many a gem of purest ray serene,
The dark, unfathomed caves of ocean bear,
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

Lines such as these bring up the age-old question: Was beauty made for eyes to see and appreciate, or were eyes made to see beauty and so help the spirit grow in power and understanding?

Last summer I stood for an hour upon the edge of the Grand Canyon and looked down upon the vastness, the mystery of that tremendous chasm. At my very feet a spiny cactus plant lifted up a gorgeous pale-yellow blossom to the sun. At sight of it I could not help wondering which beauty, the canyon below me, with all its mists and softened colors, or the brilliancy of the blossom at my feet, was the more to be admired. One lay as it had lain for centuries, beautiful because of the action of the river buried in its heart, but the other found its new beauty in its own being, and lifted it up courageously to the sun. To me, the cactus blossom was the more wonderful, even though the Canyon over-awed me with its majesty. It seemed to me that I was needed to bring appreciation to the beauty of the Canyon, but the cactus blossom was complete within itself, not needing my eye to appreciate its glory, and therefore, not wasting its sweetness on any desert air. I think this is true of all things that do not live within themselves. The beauties that they manifest, whether it be of rock or stream or set of sun, need a conscious eye to understand and value them. Poetry and sculpture and all the other works of man fall in the same list.

This, I think, is what the poet means when he sings:—

To the sea-shell's spiral round
'Tis your heart that brings the sound:
The soft sea-murmurs that you hear
Within, are captured from your ear.

You do poets and their song
A grievous wrong,
If your soul does not bring
To their high imagining
As much beauty as they sing.
—Thomas Bailey Aldrich.

It is for this reason that to live truly we must school ourselves to appreciate the beauty that lies all around us, gaining from all the living things a glorious spriritual growth, and bringing to all the beauties that do not live within themselves the appreciation that can only be found within the eyes and ears and minds of life.

Hardly Worth While

Fault-finding is an easy habit to acquire. No talent, no brains, no character, no education is needed to establish yourself as a grumbler, and the rewards are usually commensurate with the investment.—Exchange.

EDUCATION IN ACTION

Will Examine 1,000,000 Pupils

Annual school health day, observed in an effort to discover and remedy physical defects in New York City's 1,000,000 school children, were held on November 7. There were no lessons on that day until the vision, hearing, breathing, nutrition and other health features of all pupils had been tested. Eye charts were distributed to schools by the district superintendents. Teachers weighed and measured the pupils. Health defects were reported to the principal, who turned them over for follow-up to the medical inspectors. Reports of defects are to be followed by a re-examination by a school physician and the remedy prescribed. Dental troubles will, however, be referred to parents.

City Boys Study Forestry

Greater New York and vicinity sends by far the largest number of students to the New York State College of Forestry at Syracuse University of all large urban communities. The final analysis of the enrollment this season shows that sixty-three students come from the metropolis, while Buffalo, Rochester, Syracuse and Albany have contributed fifty-two. Eighteen states are represented as well as five foreign countries.

Smith Votes Voluntary Chapel

By vote of the student body of Smith College, the system of voluntary attendance at daily chapel is to be tried. At the same time students will keep a record of their attendance. This vote on the system of chapel attendance has been taken annually since 1918, when the system of compulsion was abolished. Each spring the students have shown themselves overwhelmingly in favor of the system of "voluntary compulsory," by which each student pledges herself to attend chapel on an average of four times a week. Last year's vote was postponed until this fall to give the incoming freshmen class an opportunity to vote.

Lowell Girls Best Dressed

What may cause a big furor among high school girls throughout New England is the statement made by Miss Mary Tobin, supervisor of girls in the Lowell, Mass., high school, that the Lowell high school girls are better dressed than any others in New England. The statement was made in a denial that the dress of the girls has been a source of difficulty to the faculty of the school, or that there had been any occasion to reprimand the girls for wearing dresses which bordered on the daring. As a matter of fact, it was said, even the bare-legged craze hardly caused a ripple among the Lowell girls.

University Begins Work On History of Chicago

Work on what is expected to be the most comprehensive history of an American city ever written has begun at the University of Chicago with the appointment of Dr. Bessie Pierce of the University of Iowa as Associate Professor of History. With Chicago's hundred years as her subject, Dr. Pierce, who is an authority on historical methods, will devote the next five years to recording and synthesizing every phase of the city's growth. The new historical methods will be used, the social and psychological approaches being given equal weight with the political and economic analyses.

Boxing and Fencing Made Compulsory

The establishment of boxing and fencing as compulsory courses, requisite for graduation, at the Commerce Centre of the College of the City of New York has been announced by Professor Canute Hansen of the hygiene department. Students taking hygiene will be required to purchase boxing gloves and fencing foils as part of their regular equipment. In explanation of making the course compulsory, Professor Hansen declared: "They train business men to think fast in a tight situation. We intend these courses to take the place of the old slow-moving calisthenics which are almost mechanical movements, and do not have the element of pitting one opponent against another."

Rebel Estates Given To Mexican University

The Mexican government announces that properties seized from persons implicated in the revolt of last March would be given to the National University, either for sale or exploitation, as the university sees fit. The object is to provide the university with ample funds to expand its activities and extend its educational facilities to a greater number of people. The confiscated properties are worth millions of dollars.

Truancy Called Crime Origin

"The United States homicide rate is nine times that of England and Wales," declared State Senator B. Roger Wales, chairman of the subcommittee of the Baumes Crime Commission of New York, in an address to the American Prison Association convention. "For every robbery in London," he continued, "there are thirty-six robberies in New York City and one hundred in Chicago. In 1921 one large American city had twelve times as many robberies as England and Wales, and in 1923 twelve times as many robberies as all Canada. The first indication of crime is truancy at school."

Reforming A University

El Azhar, at Cairo, Egypt, the greatest Mohammedan university in the world and more than one thousand years old, is being reformed, stated the St. Paul Pioneer Press editorially. With 14,000 students who pay no tuition fees, and a faculty that is paid no salary, perfection in free education seems there nearly approached. But results were not what might be expected. Professors who had to copy manuscripts to make a living, and students who recited the Koran in public places for subsistence did not make the progress in teaching or learning that satisfied modern demands. The Islam world, whether in Turkey, Egypt, Afghanistan or Manchuria, demands young men with a knowledge of Oriental languages qualified to become judges, lawyers and teachers to hold other public positions. The first reform is to reduce the number of students to five thousands. The next is to employ a faculty able to teach the required subjects. The program involves picking the best of the students who offer themselves and abandonment of the Koran as the sole source of knowledge, just as China has ceased to use Confucius "Nine Books" as the basis of education. The attempt to reform is interesting, but the result will be doubly so. Reforms there have been tried at various times in the past ten centuries without much success. But the world is changing and old Azhar may yet have a stadium, cheer leaders and a football team with a candidate for a place in the all-world eleven.

School Advisers Named on Survey

A consulting committee of nine, which will assist the Commissioner of Education without pay in directing a nation-wide study of high schools, junior high schools and junior colleges, has been announced by Ray Lyman Wilbur, Secretary of the Interior. Congress at its last session authorized such a study to be made over a period of three years and appropriated $50,000 for the current fiscal year. The committee just appointed, however, will receive actual and necessary traveling expenses only, services at meetings being offered without charge. Members of the consulting committee are: H. V. Church, principal, Township High School, Cicero, Ill.; Ellwood P. Cubberley, Leland Stanford Junior University, Calif.; James B. Edmonson, University of Michigan; Charles H. Judd, University of Chicago; Charles R. Mann, American Council on Education; A. B. Meredith, Commissioner of Education, Connecticut; John K. Norton, Director of Research, National Education Association; Joseph Roemer, University of Florida; and William F. Russell, Columbia University. Dr. Leonard V. Koos, University of Chicago, has been named associate director of the survey and will head a number of specialists who will be called to assist in interpreting data gathered.

Parent and Teacher Working Together

Not only in the United States, but also in much of the rest of the world, the one-time antagonism between parents and teachers is being supplanted by evidences of rapprochement. The International Federation of Home and School, an outgrowth of the World Federation of Education Associations, which met in Toronto two years ago, and the International Bureau of Education at Geneva, recently joined in an inquiry into the full scope of this movement. The inquiry has revealed that, to a far greater extent than was generally believed, forces have been at work in various countries to help school and home to understand each other. Not a few governments have themselves taken the problem in hand and created parents' councils by law. The teachers are invited to attend council meetings and before them parents appear to express their desires as to their children's education.

Colleges Accused Of Subsidizing Athletes

Athletes in American colleges are subsidized today to a point where one in every seven receives support because of his athletic ability, a bulletin issued by the Carnegie foundation for the advancement of teaching declares. An investigation which took three and one-half years finds few colleges and universities guiltless of the charge of proselyting. Educational institutions from coast to coast are directly accused of persuading permanent athletes to attend and of paying these boys, directly or indirectly, for their athletic ability. Commercialism in college athletics, which is declared in the report to be "the darkest single blot upon American sport," is charged to more than 100 of the schools which were investigated by Dr. Howard J. Savage, staff member of the Carnegie Foundation, and his associates. Out of 112 educational institutions visited by representatives of the Carnegie Foundation, only twenty-eight were found guiltless of the accusation of subsidizing athletes. The charges advanced by Carnegie Foundation received but little support in the statements of college authorities in subsequent interviews.

To Ask $45,000,000 For School Buildings

A forecast that the New York City school building program for 1930 will cost $45,000,000, the highest figure in the city's history, was made by Dr. George J. Ryan, president of the Board of Education. This sum, which is $10,000,000 above the original 1929 estimate, is not included in the city budget, but will be passed on separately by the Board of Estimate. Many changes are expected in the board's program before its budget is sent to the Board of Estimate for approval. The construction of some schools will have to be held over until 1931, Dr. Ryan said, because of the difficulty in obtaining suitable sites and because of changes in type of school planned. The building program for 1930, Dr. Ryan said, will concentrate on outlying districts where the increase of population has been most marked. New schools will be built chiefly in the new sections of Queens and Brooklyn, he said.

School System of India Characterized as Waste

Waste and inefficiency were found throughout the whole educational system in British India by the committee under Sir Philip Hartog, appointed by the Simon Commission on Indian Statutory Reform to deal particularly with the educational sphere, it was revealed in London recently. The report of the committee, which dealt only with British India and not the native states, said the problem of education in India was complicated by caste, religious and linguistic difficulties. It expressed the opinion that the diverse government in India was unfortunate from the educational standpoint, and that the relations of the central government to education deserved minute study.

Illiteracy in U. S. Only 6% in 1920

Illiteracy in the United States has decreased from twenty per cent. of the population in 1870 to six per cent. in 1920, according to the Office of Education. The improvement is attributed to major social and political movements in the last half century which "stimulate and require greater literacy." Other countries have kept step with the United States in raising the educational standards of their people.

Teacher of Deaf Mutes Honored by Monument

Nearly 150 years after his death, Jacog Rodriquez Pereira, who was the first to teach deaf-mutes with any degree of success, and upon whose methods much modern teaching is based, is to be honored for his work by a monument to his memory at Peniche, Portugal. Pereira invented a means of training deaf-mutes to utter articulate sounds and so prevent their depending on signs. Although gestures, the alphabet of these unfortunates, were a part of his methods, he considered lip reading more important, and modern authorities have come to this belief. In addition to his work of teaching, Pereira did much to obtain for deaf-mutes the treatment that is accorded to other human beings. In the Middle Ages deaf-mutes were scorned and exiled from the community. Aristotle had believed them to be without intellect, and the Justinian Code declared them incapable of civil acts. Many states denied deaf-mutes the rights of citizenship; even the church refused to accept them. In some countries children who reached the age of three without talking were put to death. In France mothers were made to feel the disgrace of bearing such children so keenly that they hid them away. Pereira was born in Berlanga, Spain, on April 11, 1715. He

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started his study of deaf-mutes at the age of nineteen, and continued it until his death. A beautiful dumb girl, whom Pereira admired and with whom he was unable to speak, served as the inspiration for his study and subsequent invention.

Nursery School Often a Fad

Fads, sentimentalism and the romantic "cults of the child" have obscured the judgment of many American educators as to the real need of kindergartens and nursery schools, according to Professor David Snedden, of Teachers College, Columbia University. "America does not need kindergartens or pre-kindergarten schools to the extent that some educators advocate," Dr. Snedden said. "Parents, often out of sentiment or sentimentality, fail to differentiate under what conditions nursery schools are advisable and under what conditions they are wholly inadequate and unnecessary. America is now especially fecund in educational ideas, theories, ideals and experiments. We have already provided fairly well for elementary education, abundantly for secondary and almost lavishly for colleges as compared with other countries. Now many of us turn our attention enthusiastically at one end to the furtherance of schools for children from two to six years old, and at the other end to schools for adults from twenty to sixty years old. As pioneering and experimental developments, these are all to be highly recommended. But often our enthusiasm runs away with our good judgment and our sanity. To my mind that is partly the case now, with our heavily emotionalized movements for more schools for very young children.

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TREND OF THE TIMES

IN CHICAGO so many different languages besides English are spoken that the telephone company employs fifty-two telephone operators for their private branch exchange switchboard who speak other languages beside English. Two of them speak German, two Polish, one Yiddish, one Norwegian, one Swedish, one French and one Italian. It is said that hardly a day passes but what some of these girls are called upon to make use of their linguistic ability.

INCREASED APPROPRIATIONS of several hundred thousand dollars have been recommended to the Budget Bureau by the Attorney-General's Office to relieve congestion in the federal courts. Attorney General Mitchell announced he had requested appropriations to provide thirty assistant district attorneys. He said approximately twenty-nine per cent. of the cases had not been touched in recent years.

ONE OF EVERY FIVE deaths of children between the ages of five and fifteen years is due to accident, the total of accidental deaths in those ages exceeding in number the combined deaths from diphtheria, measles, scarlet fever, typhoid and appendicitis, each of which has been regarded as a major cause of mortality among school children, according to statistics by the Metropolitan Life Insurance Company. Second to accidents as causing deaths in those ages are influenza and pneumonia combined. Automobiles kill two and one-half times as many boys as girls.

MOST INVENTIVE NATION in the world are the Swiss, according to Professor Mark Jefferson, distinguished geographer. Citizens of Switzerland are ahead of all other nations in both the number of patents taken out at home and those taken out abroad. United States citizens take out only about two-thirds as many patents here and about one-sixth as many abroad, in proportion to the respective populations, as do residents of Switzerland.

MORE PERSONS come to New York every year to adopt resolutions than to any other city in the world. This was disclosed when the annual report of the Merchants' Association was made public. The report revealed that 1,009 conventions and trade expositions were held in that city from May 1, 1928, to April 30, 1929. During their visits, averaging four and a half days, the conventioners spent about $70,000,000. Most of the disbursements went to hotels, stores, restaurants, theatres and amusements.

ENGLISHMEN seem to prefer wives older than themselves. This surprising piece of news is indicated in the Registrar General's statistical review for 1928, just issued. Twenty-one women of 30, for instance, are recorded as having married youths of 20, and one woman of 30 became the bride of a youth of 17, while another woman of 38 was wedded to a youngster of 19. Other discrepancies, women's ages being mentioned first, were: 40-20, 41-17, 57-24, 55-27, 55-29, 66-29, 69-34. Women of 70 and upward married men of 35, 37, 40, 48, 50.

FOREIGNERS, especially Americans, came to France in lesser quantities than during the 1928 season. The decline is estimated at twenty-five per cent. less than last year. They spent less time and money in France, and presumably, more in other countries. The tourist who a few years ago remained for weeks or months, halted this year a day or so and then flitted on to Italy, Germany, England or the Scandinavian countries.

LIFE INSURANCE now in force in the United States will double to $200,000,000,000 before 1939, according to a prediction by Edward S. Goodwin, vice-president of Underwriters Service Corporation. If the rate of growth of life insurance during the last six and a half years, when $50,000,000,000 of new insurance was added to the total, continues to compound at the present rate, from $150,000,000,000 to $175,000,000,000 of new insurance will be written in the next ten years.

PROHIBITION'S casualty list for the past ten years up to September 10 of this year shows that 199 persons, both government agents and civilians, have been killed in this period. Of these 143 were civilians, 53 prohibition agents and 3 narcotic agents. The figures did not include the number of officers and enlisted personnel of the Coast Guard whose lives were snuffed out by rum runners nor the number of civilians who were shot down by the Coast Guard crews. Neither do they include in the total the number of civilians who died in clashes with officers of the customs service or the customs agents who died in action.

The BOOK TABLE

OUR STORY READER. Second Book. By W. H. Rich, superintendent, Lillian Van Heyde, primary supervisor, Marion Miller Orr, all of East Cleveland, Ohio. Illustrated by E. Lilly Young. Cloth. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"Our Story Reader" Series is establishing a personal flavor for each book of the series. This Book Two stresses the beauty and good in nature, in animal nature and in child nature.

The illustrations are irresistibly attractive and odd. No holiday books at any price will be more enjoyable than Book Two of "Our Story Reader" series.

FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY. By Ira Morris Gast, New York University, and Henry Clay Skinner, Pennsylvania State College. Cloth. 355 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

Educational Psychology must be rewritten, and Gast and Skinner have met the new requirements skilfully. They give the schools the latest interpretation with more emphasis upon achievement than any previous books have done.

They represent the thinking of the man of achievement of today and show respectful attention to those who paved the way for modern psychology.

It is the first genuine recognition that modern psychology should be of service in education as distinct from the former idea that education should be of service to psychology.

Whoever has carefully watched the tendencies of education achievements could but see how rapidly a new era had dawned. Any psychology that has sought to domineer education in action has been losing ground as completely as "charge and delivery" grocery stores have been displaced by "cash and carry" stores.

It was clearly evident that the "overhead expense" of domineering psychology was more than the profession could stand.

Gast and Skinner have avoided collision by going in the same direction as their predecessors, and they wait patiently for the "Go" signal, but they start promptly whenever it can be done safely.

The dedication to George Payne and Paul Radosaoljevick and the "Introduction" by John W. Withers demonstrate better than any formal statement could that with Gast and Skinner psychology is expected to be an achievement in education in action.

WILLIAM SHAKESPEARE: THREE COMEDIES, THE MERCHANT OF VENICE, THE TEMPEST, AS YOU LIKE IT, Decorations by James Dougherty. Cloth. Elegant Edition. 409 pages. 383 Madison avenue, New York: Harcourt, Brace and Company.

James Dougherty's thirty-four full-page illustrations make this edition famous. It is the only one-volume edition of these three comedies famously illustrated in one volume. The paper, type, press work and binding (6 by 10 inches) help to make it a rare possession for any home, library, or school.

The revival of interest in the Shakespeare play makes the coming of this volume of "The Merchant of Venice," "The Tempest," and "As You Like It," an interesting event.

STORIES OF AMERICAN PIONEERS. By Sarah Dow Heard and M. W. King. Cloth. Brilliantly Illustrated. 234 pages. Philadelphia, Chicago, Toronto, Atlanta, San Francisco, Dallas: John C. Winston Company.

This is a picturesque, dramatic, wonderfully illustrated account of the conquest of the New World by the native Indians, the Pilgrims and Puritans, and various groups of pioneers until every valley farm and desert ranch was peacefully enjoyed by loyal invaders from every country on every continent, of every race and creed speaking every traditional language of civilization.

SPIDER WEBS AND SUN FLOWERS. By Mary Geisler Phillips. With Illustrations by Blanche Greer and Albert W. Force. Cloth. 257 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is an original and delightful way to have children learn that spiders are not insects, and everything else that is interesting for children to know about spiders, learned so that it will never be forgotten.

Everything is as interesting as it could be told and yet everything is as truthful as that three and two are five. There are facts about spiders that are as well known as facts about sugar or pineapples, and the worthwhile facts are made so clear and interesting that it is no effort to appreciate or remember them.

EVERYDAY CLASSICS. Additional Second Reader. Everyday Stories. By Jean Y. Ayer, Franklin T. Baker and Ashley H. Thorndike. Illustrated by Maud and Miska Petersham. New York: The Macmillan Company.

This is an interesting and educational important creation. It is a new venture, the attempt to find thirty classics skilfully adapted to the Second Reader, and not more than two stories, if any, have ever been in a school reader.

An important feature of the book are the elaborate color illustrations.

GREAT MUSICIANS AS CHILDREN. By Franciska Schwinmer. Illustrated by M. Lois Murphy. Garden City, New York: Doubleday, Doran and Company, Inc.

We have seen no book in recent times that meets a great need of the American home more completely and more nobly than does the "Great Musicians as Children."

Here is an irresistible thrill that can divert boys of today from the absorbing passion for accounts of Americans who have gone from newsboy, bootblack or banana vender to eminence in business, law or politics.

There have been stories of Mozart, Beethoven, Liszt and Wagner, Handel and Haydn, but they have rarely interested American youth because of the universal assurance that America cannot produce a musical artist.

It is literary and pedagogical art to start off the story of the childhood of twenty-seven great musicians by pairing off Mozart and Edward MacDowell and farther on to pair Walter Damrosch with Richard Wagner, and Felix Mendelssohn with Anton Dvorak.

This is a wonderful book from every angle, and its service to American youth should be magnified.

SONNY SAYINGS. Written and illustrated by Fanny G. Cory. A book with 200 pictures. Cloth. Holiday Binding. New York City: E. P. Dutton and Company, Inc.

"Sonny Sayings" were seen and read by thousands of children, as "Sonny, Sister and Rag-Anna" appeared in Public Ledger Syndicate, in daily papers. They are catchy and hold the attention from page to page. It is a delightful holiday book to see and read.

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GRINS BETWEEN GRINDS

So I See

Magistrate—"The evidence shows that you threw a brick at this constable."

Burly One—"It shows more'n that—it shows I hit him."

Doctor's Grave Error

Doctor—"What you need to do, sir, is to relax. You are overworking yourself. Too much work and worry will send any man to his grave before his time. Now, what is your occupation?"

Patient—"I am a member of Congress."

Doctor—"Let me examine your pulse again! I must have made a mistake."

Wife Above the Average

Wife (reading newspaper)—"It says here that a person speaks on an average about 12,000 words a day."

Husband—"Well, I've always said you were above the average."

Lonely Spot Just the Place

Gerald—"Give me the fellow who tries to be the life of the party."

Harold—"Yep, give him to me—in a lonely spot where nobody can hear his cries for help."

Very Appropriate Title

The Poet—"I see you have read my little effort. I'm calling it 'After Rain.' Do you think that appropriate?"

"Yes—it's slush."

And Pretzels

"Some men thirst after fame, some after money, some after love."

"I know something all thirst after."

"What is that?"

"Salt herring."

But a Well-Fed One

Teacher—"Frank, what is a cannibal?"

"Don't know, mum."

"Well, if you ate your father and mother, what would you be?"

"An orphan, mum."

Casey's

The railway supervisor of a Western line received the following note from one of his foremen:—

"I am sending in the accident report on Casey's foot when he struck it with the spike maul. Now, under 'Remarks,' do you want mine or do you want Casey's?"

'Tain't So

"Nurse," said the Boston mother to her governess, "little Waldo seems disturbed. Please don't tell him any more hobgoblin stories."

"I didn't, madam. I just mentioned that Bacon may have written some of Shakespeare's plays."

Bold

Youth (to sweet young thing)—"I can see that I'm only a pebble in your life."

S. Y. T.—"That's all. But I wish you were a little boulder."

Simply an Owl

Englishman—"What's that bloomin' noise I 'ear outside this time of night?"

American—"Why, that's an owl."

Englishman—"Of course it is, but 'o's 'owling?"

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First in the Field

The delegate assembly of the West Virginia Education Association will present the name of President Joseph Rosier, of the Fairmont State Normal School and Teachers College, to the representative assembly of the National Education Association as a candidate for the presidency at the meeting to be held in Columbus, Ohio, in the summer of 1930, and the following statements concerning his qualifications for the position are submitted:—

1. As president of the State Normal School and Teachers College at Fairmont he has had a vital part in establishing the scholastic standards and professional practices of education in West Virginia. As a pioneer in progress he has been brave in emergencies, but always wise in guidance.

2. He has created a great State Teachers College whose graduates have been uniformly successful in every section of the state. He has had high faculty standards, professionally and personally, and has maintained without resort to extreme rules and regulations uniform respect for authority on the campus and elsewhere.

3. He has by his administrative and executive ability commanded the respect of state authorities and legislators and confidence in the progressive development of his institution, with the result that the years of his management have shown continuous growth.

4. For more than thirty years of general activity in public education he has met every responsibility promptly and wisely, always on a high level, always successfully.

5. For more than twenty years he has been a regular attendant at the winter and summer meetings of the National Education Association, and during that time has been in active touch with many of its activities. He has served as state director and on various committees of the National Association and with distinction on the committee on Resolutions and the Finance and Budget committee.

6. By experience, professional ability, and personal characteristics, he is admirably qualified to meet all responsibilities of the important office of president of the National Education Association.

The American Forestry Association contends that through selective breeding and hybridization it is possible to get new varieties of trees that will grow to timber size in a period of ten to fifteen years instead of a half century usually required. Three professors have been conducting amazing experiments. These tests have covered a period of years. According to the scientists, breeding is done almost entirely by controlled pollination. As the result of these experiments seedlings have been obtained which grew to a height of two feet during the first summer and at the end of the second summer of growth the tallest is three feet six inches in height. At the end of the third summer this plant was ten feet one inch tall. In many cases hybrids obtained from these experiments are growing at the rate of fully an inch in diameter a year and, accordingly, the scientists point out, we may expect to be able to harvest trees as an agricultural crop in the period of from ten to twenty years of age.

Meetings To Be Held

NOVEMBER

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2606 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern California, Los Angeles, California; San Jose, Calif.

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26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

26-28: Music Teachers National Association; Sec. D. M. Swarthout, University of Kansas, Lawrence, Kansas; Cincinnati, Ohio.

26-28: National Association of Teachers of Speech; Sec. H. L. Ewbank, University of Wisconsin, Madison, Wisconsin; New York City.

26-28: Oregon State Teachers' Association; Sec. E. F. Carleton, 408 Salmon Street, Portland; Portland.

26-28: Pennsylvania State Education Association; Sec. J. H. Kelley, 400 N. 3rd Street, Harrisburg; New Castle.

27-28: American Catholic Philosophical Association; Sec. Rev. Fulton J. Sheen, Catholic University, Washington, D. C.; Washington, D. C.

27-31: American Nature Study Society; Sec. Ellen E. Shaw, Brooklyn Botanical Garden, Brooklyn, New York; Des Moines, Iowa.

27: Classical Association of the Pacific States, Northern Section; Sec. Winona Bailey, 1426 Warren Avenue, Seattle, Washington; Seattle, Washington.

27-28: American Association of Teachers of Spanish, Washington, D. C., under auspices of George Washington University.

27-Jan. 2: American Association for the Advancement of Science; Sec. Burton E. Livingston, Smithsonian Institution, Washington, D. C.; Des Moines, Iowa.

27-30: Association of American Law Schools; Sec. Albert J. Harno, State University of Illinois, Urbana, Illinois; New Orleans, Louisiana.

28-29: National Association of Biblical Instructors in American Colleges and Secondary Schools; Sec. R. K. Hickok, Wells College, Aurora, New York; New York City.

28: National Federation of Modern Language Teachers; Sec. Charles E. Young, University of Wisconsin, Milwaukee, Wisconsin; Cleveland, Ohio.

29: Ohio Industrial Art Teachers' Association; Sec. Robert Smith, Ohio State University, Columbus; Columbus.

30-Jan. 1: Modern Language Association of America; Sec. C. Brown, New York University, New York City; Cleveland, Ohio.

31: American Student Health Association; Sec. D. F. Smiley, Cornell University, Ithaca, New York; New York City.

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